REPORT RESUMES

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KANSAS ANNUAL EVALUATION REPORT, TITLE I OF E.S.E.A., PROJECTS--1966.

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THIS REPORT CONTAINS A GENERAL EVALUATION OF KANSAS'S 455 TITLE I COMPENSATORY EDUCATION PROJECTS. IN ONE SECTION GENERAL INFORMATION IS GIVEN ABOUT OPERATION AND SERVICES, DISSEMINATION OF INFORMATION, EVALUATION, PROBLEMS AND MISCONCEPTIONS, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP OF TITLE I WITH OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, COOPERATIVE PROJECTS BETWEEN DISTRICTS, AND SUPPLEMENTARY MATERIALS. TWO OF THE MAJOR EDUCATIONAL NEEDS OF TITLE I PARTICIPANTS WERE TO READ AT GRADE LEVEL AND TO IMPROVE COMMUNICATION SKILLS. READING, MATHEMATICS, LIBRARY, AND AUDIOVISUAL OR MATERIALS CENTERS PROGRAMS WERE THE FOUR MOST COMMON TYPES OF PROJECT ACTIVITY. OF ALL THE PROGRAMS, REMEDIAL READING WAS JUDGED TO BE THE MOST EFFECTIVE. TO EFFECTIVELY CARRY OUT THESE AND OTHER ACTIVITIES, SUCH APPROACHES AS INDIVIDUAL AND SMALL GROUP INSTRUCTION, SPECIALIZED STAFF, THE PROVISION OF EXTRA PREPARATION TIME FOR TEACHERS, ADDITIONAL EQUIPMENT AND SUPPLIES, AND INSERVICE TEACHER TRAINING WERE USED. SHORTAGES OF TIME, QUALIFIED PERSONNEL, MATERIALS, EQUIPMENT, AND FACILITIES WERE AMONG THE MOST PREVALENT PROBLEMS. IT IS FELT, HOWEVER, THAT TITLE I HAD A SIGNIFICANT IMPACT ON THE PROJECTS' PARTICIPANTS. INCLUDED IN THE TABULAR DATA IS INFORMATION ABOUT STUDENTS' CONTINUING THEIR EDUCATION, DROPOUT RATES, AVERAGE DAILY ATTENDANCE, THE EFFECTIVENESS OF CERTAIN PROJECTS, TYPES OF EDUCATIONAL MEASUREMENTS, AND TEST RESULTS. (LB)

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KANSAS

Annual Evaluation Report

Title I of E.S.E.A.

Projects - 1966

issued by

State Department of Public Instruction
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KANSAS ANNUAL EVALUATION REPORT

Title I of E. S. E. A.

Projects – 1966

UD004 383

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Acknowledgment

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Preface

The Congress of the United States recognized the importance of evaluating experimental programs when Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) was approved. The law specifies evaluations are to be made by four different governmental units; local, State, U.S.Department of Education, and a National Advisory Council appointed by the President.

The 1966 projects have been evaluated by the local educational agencies and are now on file in the State Title I office, thus completing the first evaluation requirement.

This, the State Evaluation Report, represents the second requirement in the evaluation procedure as specified in Public Law 89-10. The information collected and presented follows the outline suggested by the U.S. Department of Education.

The State agency approved a total of four hundred fifty-five (455) projects for three hundred six (306) local educational agencies during the 1966 fiscal year distributing a total of approximately $9,876,468.00. The three hundred six local educational agencies are composed of two hundred ninety-nine public schools and seven State institutions.

Following is a breakdown by kind of project by major portion of the State phases of the project. If several major phases are listed, the phases have been listed in their various categories of the breakdown.

Reading (developmental, remedial, diagnostic)	279
Mathematics	78
Library	52
Audio visual or material centers	51
Physical Education	38
Cultural programs	34
Kindergarten	29
Health - nurse	28
Special education	19
Vocational programs	15
Guidance and counseling	13
Construction - remodeling	11
In-service-training	9
Hot lunch	7
English	6
Supervised tutoring	5
Teacher aides	4
Class division	3
Core project	1
Language class for foreign speaking	1
Work study program	1
Learning laboratory for handicapped	1

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Part I

1. OPERATION AND SERVICES:

Conferences -

One of the State agency's first services provided to local educational agencies was a series of regional conferences strategically located to cover the entire state. Letters were sent to all administrators supplying purpose and details of the meeting. State agency representatives explained Title I program, distributed guidelines, application forms, amount of allocations, and conducted question and answer sessions.

Consultants -

The Director of the State agency attempted to visit sites of local educational agencies explaining, answering questions until the demand exceeded the available hours. At this period, two Project Consultants were added to the State staff whose duty was to explain, answer questions and aid with the filing of applications. As the programs progressed, local educational agencies became more concerned about evaluations. To alleviate this problem, a third consultant was added to the State agency staff whose duties were to work with the evaluation process.

Workshops -

Three State Teachers Training Colleges sponsored workshops on their campuses dealing with Title I. The State agency personnel were on the program and took an active part at each center.

The State agency personnel conducted a workshop at the State Administrators annual meeting in February.

Dissemination -

The State agency published two booklets divulging information concerning project programs and distributed them to all local educational agencies. (Contents of booklets revealed in No. 2 Dissemination, part b.)

Evaluation -

The State agency formulated Evaluation Guidelines, published and distributed to all local educational agencies.

Filing Applications -

Project coordinators and administrators come to the State agency office to receive advise and aid in filing application for programs.

Site Visits -

State agency consultants visit every project site in the state to observe program in operation and answer questions if the need arises.

2. DISSEMINATION:

A - 1 LEA to LEA

Newspapers - Local newspapers were kept informed of new practices and innovations and printed items intermittently so that local and neighboring communities were kept informed. Copies of newspapers, and in some instances only the clippings, were circulated and exchanged by local educational agencies.

Radio - New practices and information from Title I projects were presented to local radio stations and used in news broadcasts.

Television - Standard Metropolitan Statistical Area A schools presented demonstrations of Title I programs on local television circuits.

Mimeographed Pamphlet - Each week an official Title I news flash was circulated explaining program, new equipment and featuring different group participations and progress.

Professional Magazine - The Kansas State Teachers Association's official magazine "The Kansas Teacher" printed descriptions of specific Title I programs, descriptions furnished to them by local educational agencies.

County Teacher Associations - Title I programs were presented, sometimes demonstrated, with question and answer sessions at regular county teacher association meetings.

Local Clubs - Administrators and teachers have discussed Title I programs and demonstrated new equipment on local club programs.

Libraries - One local educational agency furnished every public and non-public school in the state a brochure of their program in operation.

Visitations - Administrators, project coordinators and teachers visited projects sponsored by other local educational agencies observing and exchanging ideas and practices.

- 2 LEA's to State Agency

Local educational agencies have furnished the State agency with clippings from local newspapers describing their programs, equipment and progress as they appeared from time to time.

Administrators and project coordinators have visited the State agency discussing progress and various segments of programs in operation.

Brochures of programs in action from local educational agencies have been received by the State agency.

State agency project consultants have visited all projects within the state observing the programs in action. At this time the local educational agency has explained, shown and discussed the program as it is operating.

B State Agency to LEA's

Booklet No. 1 - The State agency compiled and published a booklet entitled "Information Concerning Projects under P.L. 89-10, Title I (f.y. 1966)" which was distributed to all LEA's within Kansas and other interested parties. This booklet contained the following information: An introduction explaining the object of the accumulated information, statistical information containing the amounts of the Kansas allocation, the amount approved for projects, the number and breakdown by kind of projects, list of projects by number and nature, LEA in operation, resume of a cross section of Kansas projects.

Booklet No. 2 - The State agency compiled and published a second booklet entitled "Concomitant Values Associated with Title I Programs." In order to try to gather some information about values other than the direct value to the students, letters were written to a representative group of Kansas administrators requesting some thoughts and reactions concerning the program. The answers to the inquiry were published as received and passed on to all local educational agencies within the state.

Workshops - The Director and consultants from the State agency have attended and taken part in workshop programs throughout the state.

Meetings - The Director and consultants from the State agency have been invited to be on the program at administrator meetings, Schoolmaster clubs, county teacher meetings, P.T.A. groups, teacher institutes and faculty meetings.

The State agency has written articles that have appeared in professional magazines and newspapers.

Consultants - State agency project consultants have discussed promising educational practices while visiting project sites and also when administrators and project coordinators have visited the state office to gather information.

Plans - The State agency plans to gather information describing innovative projects which they will publish in a booklet and distribute to all local educational agencies and other interested parties.

3. EVALUATION:

A Guidelines -

The first communication concerning evaluations was a communique informing local educational agencies as to some of the information to observe and record for future use in formulating final evaluation reports. Information was such as identification data, objectives or goals, method used to accomplish objectives, evaluation instruments - procedures - techniques, results and comprehensive date (non-public participation, CAP, other titles, etc.).

The State agency formulated "Guidelines for Evaluation" with the collaboration of State Department of Education Guidance section, Kansas State University and Kansas State Teachers College. The product was a four-part outline to be used as a guideline when preparing final evaluation of programs. Part I included identification and general information concerning program. Part II was composed of state-wide indexes of change in pupil behavior - educational achievements, attendance, drop-out, promotions and post-high school training. Part III was evaluation of each discrete activity or service in the District - objectives, methods, problems, successes, recommended modifications. Part IV was overall evaluation of the total Title I program in the district.

When the "State Annual Evaluation Report for Previous Fiscal Year" was received from Department of Health, Education and Welfare office it was obvious the desired information for Part III Tabular Data was not being included in the local educational agency evaluation reports in assessable form. A "Supplementary to Outlines for Evaluation" consisting of only statistical information in the form of charts and tables was distributed to every local educational agency in the state. With this requested information it would be possible to furnish the U.S. Department of Health, Education and Welfare the desired data.

The evaluation Consultant in the State agency was available to local educational agencies for advise and recommendations whenever it was desired. Requests were honored by telephone, letters and personal consultations from local educational agencies state-wide.

State agencies directly responsible for schools for handicapped children were included on the mailing list and receive the same evaluation information as other local educational agencies. However, their programs could not be adapted to the "Guideline for Evaluations", so special instructions were furnished specifically for their program. The State agency evaluation consultant personally consulted each State agency project coordinator discussing methods of reporting their final evaluations.

B State Personnel -

Names and titles of all State personnel involved in providing evaluation assistance:

Title I Personnel

Mr. Henry Parker, Director
Mr. Carroll Cobble, Project Consultant
Mr. Philip Thomas, Project Consultant
Mr. Clyde Ahlstrom, Evaluation Consultant

State agencies directly responsible for schools for handicapped children were contacted personally by Clyde Ahlstrom, Evaluation Consultant.

C Assisting Personnel -

Names, titles, and institutions or agencies of consultants providing evaluation assistance to the State agency.

Mr. Charles Watkins, Director of Guidance and Pupil Personnel
Section, Kansas State Department of Education
Dr. Ross Armstrong, Measurements and Testing
Kansas University
Dr. J. Harvey Lithell, Professor of Education
Kansas State University

D Evaluation Designs -

Number of projects employing each of the following evaluation designs

Number of Projects	Evaluation Design
2	Two group experimental design using the project group and a conveniently available non-project group as the control.
8	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
261	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, state or national groups.
2	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
147	One group design using test data on the project group, but no comparison data.
21	Other - Teacher Supervisory Observation
14	None

4. MAJOR PROBLEM AREAS:

A - 1 Reviewing Proposals -

(a) The major problem confronted by the State agency in reviewing proposals from local educational agencies has been the scope of the program. The tendency to increase the program so it is general aid instead of adhering to the main purpose of the act--that of providing for the underprivileged. Many projects were formulated to benefit the whole school forgetting that the intent is categorical aid. Programs had to be trimmed, modified, sometimes completely changed so they stay within the intent of the act. After careful explanation and understanding the adjustments were accomplished with ease and satisfaction to all concerned.

(b) Another problem occuring in reviewing proposals was the consistency of errors. Administrators and project coordinators were busy, time was short, everything was new, signatures were placed on the wrong lines, statements did not agree, numbers would not balance and many other simple errors. Minor mistakes, but necessary; with careful scrutiny all problems vanished and applications passed approval.

(c) Many local educational agencies desired to spend the entire budget on material and equipment. Programs of this nature generally resulted in benefiting the entire student body. This type of project was simple to initiate, and with limited budgets, it was not difficult to find equipment that was desired. The underprivileged would, no doubt, benefit the least as they would not use the equipment without special attention and encouragement.

(d) Projects were sent or brought in by LEA's asking for approval without making any effort to designate and locate the low income students within their school district.

- 2 Operation and Service -

The increased demand for material and equipment caused a shortage of the supply and deliveries were not fulfilled. Without materials and specialized equipment the programs could not function as planned. Many projects had to be revised before being placed in operation. Some programs were practically unrecognizable when the State agency consultant made site visitation. All in all, an excellent job of improvising resulted, and in the end a beneficial and successful program emerged.

The securing of personnel to fit into the projects was a problem. Many administrators were not able to secure the required and specialized personnel. This, in many areas, resulted in a substitution or revision of projects.

- 3 Evaluation -

The program being new and having no indication as to information to be requested of the State agency, it was difficult to develop an adequate guideline that would supply all desired answers.

Knowing what to do and how to do it and taking time to keep records was a common scapegoat for some local educational agencies. The word "evaluation" seemed to be a stumbling block as many had never attempted to test the value of instruction as it existed in their school systems. New procedures often have certain fallacies that become only routine practices later.

Unification of schools resulted in considerable unrest as well as uncertainty among administrators. Many changes in personnel took place in the Kansas schools. Administrators left their positions before the program was completed leaving a new and totally unfamiliar administrator to write an evaluation, in many instances with insufficient records. Some schools ceased to exist, operating units were consolidated, records were delivered to the unified superintendent's office in a box. The administrator and teachers, having their contracts canceled, moved to other positions after the school term closed. The deadline for evaluation presentation to the State agency passes and the unified superintendent receives a letter stating one of his schools did not send in an evaluation of their project. This created quite a problem to the new administration and was not an example of an isolated case.

- 4 Project Approval -

Projects cannot be approved until late summer or after the beginning of school due to legislature failing to act on the program. Teachers are employed, curriculum planned, students enrolled before the close of the school year for the following school term. School budgets are operating at maximum limits so specialized personnel cannot be put on contract until it is assured money will be available to honor the agreement. When legislative decisions are made, suitable qualified personnel are not available, left the profession, or have gone to some other state for employment.

B Recommendations -

Legislature should act on all issues pertaining to the P.L. 89-10 set early in the calendar year so that projects can be planned and approved in the spring. This would result in improved planning which in turn will improve the value of the program. The benefit will be improved services for the underprivileged.

5. IMPLEMENTATION OF SECTION 205 (a) (1):

A. Unapprovable Projects -

1. General Aid - Some local educational agencies presented projects benefiting and involving the participation of the entire school, thereby losing sight of the intent of the act.

2. Equipment - Projects planned using the major portion or all of the allocation for material and equipment without keeping catagorical aid in mind.

3. Thin - Projects involving too many programs for the amount of the allocation, spreading over such a vast area thus benefiting no one to any specific degree.

4. Construction - Many LEA's presented projects for new buildings and other renovations requiring extensive construction. Generally, projects of this nature involved a general program rather than catagorical aid within the intent of the act.

B Misconceptions -

The common misconception of the Title I program could be traced to general aid. Whether it was curriculum, materials and equipment or construction, the benefit seemed to be desired for the majority of the students. Administrators had some plans they wished to realize but were always handicapped by an exhausted budget. This seemed like it may be the golden egg and effort was expended toward realizing that end. The attempt to initiate an accelerated program is another common example of a project possessing value but having general aid characteristics rather than catagorical aid in the average size school systems of Kansas.

State agencies directly responsible for schools for handicapped children were permitted to present projects using their allocations as they judged would be of greatest value to their respective institution.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS:

A. Number of Projects -

There were thirty-four (34) projects in local educational agencies that serve an area where there is an approved Community Action Program. Several Community Action organizations applied for charters and received them after the local educational agencies had their programs approved and in operation, while other community groups were only in the process of planning a Community Action Program.

B. Allocation -

The amount of Title I money approved for projects in local educational agencies where there were approved Community Action Programs was $2,618,314.00.

C. Cooperation -

The State agency required a witten approval from the Community Action organizations for projects presented by local educational agencies to accompany all project applications. It was necessary for the LEA to show the Title I project was planned in cooperation and coordinate with the C.A.P.

D. Successes -

The approval of the C.A.P. for all LEA projects designated cooperation between the two programs; a few examples cited as an illustration seemed to prove this statement.

> "A local elementary principal is chairman of the Community Action group; the superintendent of schools is a member of the county board; the coordinator of federal funds and director of adult education is an ex-officio member of the local C.A.P."

> "A fine working relationship with the local C.A.P.; the superintendent of schools is on the C.A.P. executive board and the local staff of the schools and the staff of the C.A.P. work closely together."

E. Problems -

In general, working relations between C.A.P. and LEA was cooperative with a few exceptions of expressions of disagreement in programs. No definite examples were cited so it could be assumed conflict existed in personnel rather than programs.

F. Inter-Relationships -

Several examples were cited by LEA's illustrating the inter-relationship of the Title I projects and Community Action Programs.

"The Head Start, the day care center, and the Basic Education Program operated under the OEO complemented effectively the work being done under Title I in grades Kindergarten through twelve."

"Modifications both in programs and in the target areas to be served were the results of the cooperative effort of the LEA and the C.A.P."

"Our teacher aides program under Title I is the result of good experiences in working with teacher aides in the OEO program; the same is true of the elementary counseling program and our elementary summer program."

"OEO's Head Start program reaches children not otherwise taking part in Title I activities; other projects reach drop outs, underprivileged, culturally deprived children that cannot take part in the Head Start program."

"Local C.A.P. requested LEA to sponsor and operate the literacy education for school age children of migrant workers previously funded by them through the OEO."

"The C.A.P. and the LEA have worked cooperatively in setting up a number of projects; Title I reading services and the summer Head Start program reinforce one another."

"Since the C.A.P. started operations, the two programs dovetail with planning projects to fulfill a definite need in the education and health of the low income and educationally deprived children of our school district."

"C.A.P. has initiated a Head Start program for the summer; many working with the program will be involved in Title I projects--thus a coordination of efforts between the two programs will be possible in order that the two programs can reinforce one another."

G. Suggestions -

None

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESES:

A Title II -

Title I funds are used coherently with Title II funds on projects throughout the state of Kansas. There were fifty-two library projects approved by the State agency in Title I; Title II was involved cooperatively on each approved program.

1. Renovation of Quarters - Classrooms were remodeled, shelving, furniture, floor covering, study carrels, air conditioning are some of the improvements supplied by Title I funds.

2. Materials - Libraries were supplied with reading books, reference books, and supplementary readers; audio visual materials such as film strips, records, transparencies, and pictures by Title II funds all of which were used in conjunction with and supplemented Title I programs.

3. Personnel - Library personnel including coordinators, librarians and library aides or helpers were employed with Title I funds to process and make available Title II materials to students and teachers participating in Title I programs.

4. Equipment - Audio visual equipment such as slide projectors, overhead projectors, movie projectors, tape recorders, record players, etc., were purchased with Title I funds. The above equipment depended upon materials purchased by Title II for their effectiveness and usefulness.

5. Central Processing Units - Central processing units were provided with personnel whose duty was to process and catalog materials purchased with Title II funds and distributed to other libraries within the school system.

6. Demonstration Center - Library demonstration centers were proposed and funded by the cooperation of Title I and II as an exemplary center for staff training; also used by a university to aid in training prospective Title I librarians. Demonstration centers were established, specializing in elementary libraries and secondary libraries. The libraries were geographically distributed over the state so as to be easily accessible to educators, school board members and lay groups interested in quality school library programs. The following descriptions are specific examples of the projects as presented by Title II Section of the Kansas State Department of Instruction.

> "The Kansas Title II State Plan provides that approximately 10% or a little more than $100,000 be allocated each year to assist a selected number of public elementary and secondary schools to reach quickly the American Library Association standards for materials collections. These school libraries, geographically distributed over the state shall be easily accessible to educators, school board members, and lay groups interested in quality school library programs.

The intent is to demonstrate the impact on a school of a good library program administered by a creative librarian who has access to an abundance of library materials as she works with students and teachers.

The size of an individual grant depends on the needs of the school for school library materials.

The following items are considered by a special selection committee:

1. The school generally exceeds minimum state school library standards for accreditation including qualifications for school librarians.
2. The library program has been in existence at least two years.
3. The school librarian has at least two years tenure.
4. The librarian is creative and has a thorough understanding of library service.
5. Adequate professional and paid clerical help are provided for the size of school. (A promise of additional help will be taken into consideration).
6. The present library program encompasses print and non-print materials and facilities for student listening and viewing.
7. Library quarters are adequate. (or could be provided)
8. The staff makes good use of the library.
9. The administration has demonstrated effective leadership in the development of the school library program.

On December 15, 1965, four school libraries were selected from 24 applications to receive special purpose grants. The general reasons for selection are outlined below:

Prairie School, Prairie Village
Head Librarian: Mrs. Jean Moore
Principal: James Owen
Superintendent: Harold C. Dent
Enrollment: 730
Title II Grant: $12,000

1. Extremely high level materials collection
2. Professional competency of staff
3. Excellent facilities
4. Complete multi-media library program already in operation
5. Evidence of outstanding cooperation and support from the community
6. Evidence of involvement of entire staff in library program development"

Buckner Elementary, Wichita
Head Librarian: Mrs. Louisa Lane
Principal: Dr. Lawrence Bechtold
Superintendent: Dr. Lawrence Shepoiser
Enrollment: 449
Title II Grant: $35,000

1. Excellent library program
2. Personnel to meet the ALA standards
3. Extensive remodeling program to adequately house the multi-media program
4. Evidence of cooperative planning among principal, librarians, and staff
5. Project developed for demonstration as pre-service program for Wichita University teacher-education program and in-service for librarians working in Title I schools

Highland Park High School, Topeka
Head Librarian: Mike Printz
Principal: Erle Volkland
Superintendent: Dr. Merle Bolton
Enrollment: 1,061
Title II Grant: $21,000

1. Personnel exceeds state standards
2. Professional competency of librarians
3. Outstanding rapport between librarians and faculty
4. Adequate facilities for housing a multi-media library program
5. Outstanding library program in operation

Medicine Lodge High School
Librarian: Mrs. Regina Allen
Principal: Darrell Woodson
Superintendent: M. L. Williams
Enrollment: 284
Title II Grant: $27,000

1. Professional competency of librarian
2. Excellent remodeling plans for improvement of quarters
3. Evidence of faculty participation
4. Good in-service program for teachers
5. Outstanding book collection
6. Project developed to support curriculum change, that of providing a complete materials collection to support an independent study program

B Title III -

Title III projects were not in effect to the extent of having inter-relationship with Title I programs. However, planning grants were in process in some areas and were mentioned in project 'write-ups' submitted to the State agency. The following two paragraphs are direct excerpts taken from the above mentioned 'write-ups'.

> Wichita: "Title III funds were used to provide diagnostic, evaluative, supportive and demonstration services for handicapped children. The NYC Adult Base Education, Tutoral Program and Head Start were all coordinated with the regular program."
>
> Topeka: "A Title III planning grant has been received for a youth development center. It is too early to determine just how the center will function, but it is certain to utilize guidance and special education employed through Title I funds."

C Title IV -

Establishment of Regional Office

D Title V -

Strengthening of State Department of Education

E Successes -

Success in developing and implementing projects relating to Title I with other Titles of ESEA can probably be related explicitly by repeating an excerpt from the Topeka LEA's project evaluation: "Dovetailed Head Start follow through with special education classes in Title I. Title I funds have provided librarians and equipment to fully utilize the books and materials received under Title II in our project schools. Hot lunch equipment purchases with Title I funds were used to transport food for Head Start. Title I counselors worked in OEO day care centers with parents and children, and through these efforts the high school dropouts have returned to complete academic requirements. By timing our programs, personnel have moved directly from one program to another to solve staffing problems and thus the school district has educationally deprived programs."

Central libraries, improved libraries, better staffed libraries, more accessable libraries all are examples of cooperation between Title I and Title II. Probably for the first time, a student could locate reading materials in a library comparable to his own reading level. Teachers were aware of the abundance of accessable reference material that has remained obscure in the past. The team, working hand in hand, is well on the road to improved instruction not only to the group for which they are intended, the underprivileged, but will indirectly have implications on all students in general.

F Problems -

None

G Recommendations -

None

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS:

A Successes -

An unusually large percentage of cooperative projects existed in Kansas due to school reorganization. Unification had taken place, the districts were organized, but actual administration and transfers of property and records did not take place until July 1, 1966. Schools within the newly organized districts cooperated in one program under the direction of the newely elected superintendent. Cooperative projects enabled small operating units to enjoy the services of psychologist, psychiatrist, counselors, nurses, art instructors, M-R training centers, etc.

A greater number of certified teachers were available for specialized instruction during summer school sessions, increasing the possibility of obtaining better qualified teachers, thus paving the way for improved instruction.

A larger number of classrooms were available in cooperative projects. This increased the possibility of finding suitable instruction space which could be adapted to the program with greater satisfaction.

B Problems -

Selection of Center - Occasionally a cooperative project could be placed in only one operating center. Then came the problem of deciding 'which center' should house the program desired by each unit.

Scheduling - The problem of scheduling to enable the commuting teacher to be at the various attendance centers at a time when the students could be available for instruction.

Distance - Some cooperative projects involved large areas of land. The distance from one attendance center to another attendance center was several miles, thus requiring considerable travel for either teachers or students to commute. This problem resulted in too much instruction time being spent on the road.

The problem of communication and understanding between faculties of the units taking part in the same cooperative program often produced some dissatisfaction. The faculty of which the project coordinator was a member was generally better informed concerning the program and its progress.

9. NON-PUBLIC SCHOOL PARTICIPATION:

A Steps - The State agency during the first series of regional conferences planned to explain and initiate the program carefully advised the local administrators to solicit the aid of the non-public school administration in developing the project. The intent of the act was to benefit the underprivileged whether in school or out of school, attending public or non-public schools. Non-public schools could not initiate projects but their students were eligible for participation. Information must be gathered concerning needs and number of low income students in the non-public schools. The desired method would be to ask the non-public administrators and faculty to serve on the planning committee. The project should satisfy the most important needs and be sufficient in scope to satisfy or at least improve the desire. The State agency has continued these recommendations at each conference and workshop attended and each visitation completed.

The project 'write-ups' have been inspected carefully by the State agency consultants upon application for approval to assure mention of method the local administration had used to contact and inform the non-public schools of the program.

B Successes - The cooperation between public and non-public schools, with very few exceptions, has been excellent during the planning period of Title I projects. Representatives from both schools meet regularly working together to plan a project to meet the most important needs of the community. Many statements were volunteered in the LEA evaluations illustrating the fine cooperation. A few of the excerpts listed below represent some of the most frequent appearing expressions of the fine relationship.

- Non-public faculty invited to take advantage of in-service-training with public school faculty.
- Students of non-public school participate in testing program under the supervision of the public school counselor.
- Cooperative use of materials and equipment bought by Title I funds planned by public and non-public schools.
- Special education representatives, the psychologist, speech therapist and nurse work with individual students in non-public schools.
- Faculty and students of non-public schools use equipment needed for successful operation of Title I project. Equipment was placed temporarily on private school premises.
- In-service-training, workshops and conferences with private schools established.
- The private school staff gave the pre-test series and made recommendations of the pupils they wanted to attend the program. The effort was cooperative and relationship was based on firm understanding of the effort to assist the child as a basic goal for the program.

- Close contact, sometimes daily, between school personnel of the public and non-public schools brought about a desired situation conducive to good understanding for further educational opportunity as outlined in cooperative planned project.

C. Problems - With every new adventure, problems are experienced along with successes. The most common problem seemed to be dual enrollment. The task seemed to be too difficult to consider; consequently, many non-public schools did not participate in the regular school term programs. The non-public schools participated and took an active part in summer school programs.

Some administrators of parochial schools took an active part in planning the Title I project but refused to permit their students to participate in the program. Other administrators expressed the opinion they should have programs within their own school system and have the privilege of possessing materials and equipment equal to public schools.

D No suggestions or recommendations for revising legislation. On the whole, relationship and cooperation seems to be satisfactory and possesses characteristics denoting improvement and more active participation in the future.

E On following page

E. Number of Projects and Non-Public School Children Participating by Type of Arrangement

Schedule	On Public School Grounds Only		On Non-Public School Grounds Only		On both Public & Non-Public School Grounds		On Other than Pub. or Non-Public School Grounds	
	Proj.	Children	Proj.	Children	Proj.	Children	Proj.	Children
Regular School Day	29	1,502						
Before School Day	2	49						
After School	1	17						
Weekend								
Summer	58	3,406						
Reg. Sch. Day & Before School								
Reg. Sch. Day & After School								
Reg. Sch. Day & Weekend								
Reg. Sch. Day & Summer	1	82						
Before & After School								
After School & Weekend								
After School, Weekend, and Summer								
After School & Summer								
Reg. Sch. Day, Before Sch. & After School								
Reg. Sch. Day, Before Sch. After Sch. Weekend and Summer								
Other (Nurse)	1	105						
TOTAL	92	4,969						

10. SUPPLEMENTARY MATERIAL:

A. State guidelines, publications, and letters implementing Title I programs; five copies of each are enclosed. Contents: Letters

The Elementary-Secondary Act, Public Law 89-10
Supplemental Information request
Request for Dissemination information
Financial request
Steps which lead to the development of a sound program under 89-10
Applications approved as of November 24, 1965
School visitation report
Project application checklist
General communication February 28, 1966
Evaluation of projects
Evaluation reports
Cutoff Dates
Property accounting for ESEA Title I
Quarterly financial report
Inventory report
Final Financial report
Title I newsletters

Pamphlets

Guidelines for evaluation
Information concerning projects under P.L. 89-10 Title I
Concomitant values associated with Title I programs

B. Local educational agencies contracting outside agencies for evaluations.

Project #66071 - Augusta - Dr. Gene Kasper, Guidance Department, Kansas State Teachers College, Emporia, Kansas

Project #66003 - Wichita Schools - Research team from Wichita State University consisting of Dr. L. L. Havlicek, Dr. G. Nicholson and Dr. Gwen Nelson working with Dr. Doyle Koontz of the Wichita Schools.

C. Objective Measurements -

Objective measurements of educational attainment for Title I programs having similar objectives and using same standardized instruments given at similar dates are given in the tables on the following pages.

D. The ten percent sample of approved fiscal 1966 grants was selected at random and submitted to the Federal office. The evaluations for the ten percent sampling are now being submitted; two copies for each of the two largest cities (#66005 Kansas City and #66003 Wichita), and one each for the remaining project grants.

Name of Test: Stanford Achievement - Intermediate II
Last Date Revised: 1964 Grade Level: 5 Forms: W and Y

Reading	Pre-Test	Post-Test
Date Test given	Jan. 1966	May, 1966
Number tested	1,464	1,464
Score at 90th percentile	* 5.6	6.6
Score at 75th percentile	4.7	5.5
Score at 50th percentile	4.4	4.9
Score at 25th percentile	3.9	4.4
Score at 10th percentile	3.1	3.8

* Grade Placement

Name of Test: Iowa Silent Reading Grade Level: 4
Last Date Revised: 1943 Forms: CM

Reading	Pre-Test	Post-Test
Date Test given	Jan. 1966	May, 1966
Number tested	1,628	1,628
Score at 90th percentile	72	84
Score at 75th percentile	58	61
Score at 50th percentile	50	54
Score at 25th percentile	46	52
Score at 10th percentile	40	48

Name of Test: California Achievement Intermediate II
Grade Level: 4 Forms: X and W

Reading	Pre-Test	Post-Test
Date Test given	Feb. 1966	May, 1966
Number Tested		
Score at 90th percentile	* 5.8	6.2
Score at 75th percentile	5.3	6.0
Score at 50th percentile	4.5	5.2
Score at 25th percentile	4.1	4.3
Score at 10th percentile	3.8	4.2

* Grade Placement

Name of Test: Iowa Test of Basic Skills
Last Date Revised: 1964 Grade Level: 5 Forms: 1 and 2

Reading	Pre-Test	Post-Test
Date test given	May, 1966	July, 1966
Number tested		
Score at 90th percentile	* 6.1	6.4
Score at 75th percentile	5.3	5.3
Score at 50th percentile	5.0	4.8
Score at 25th percentile	4.3	4.6
Score at 10th percentile	3.4	3.6

* Grade Placement

Name of Test: Stanford Achievement Intermediate II
Last Date Revised: 1964 Grade Level: 5 Forms: W and Y

Arithmetic	Pre-Test	Post-Test
Date test given	Jan. 1966	May, 1966
Number tested	1,288	1,288
Score at 90th percentile	* 4.8	6.3
Score at 75th percentile	4.6	5.6
Score at 50th percentile	4.1	5.2
Score at 25th percentile	3.7	4.8
Score at 10th percentile	3.6	4.3

* Grade Placement

Name of Test: SRA Achievement Grade Level: 5
Last Date Revised: 1965 Forms: D

Arithmetic	Pre-Test	Post-Test
Date test given	Jan. 1966	May, 1966
Number tested	634	634
Score at 90th percentile	* 7.2	7.8
Score at 75th percentile	5.5	7.3
Score at 50th percentile	4.8	5.5
Score at 25th percentile	4.6	5.3
Score at 10th percentile	4.2	5.0

* Grade Placement

Name of Test: Stanford Achievement Grade Level: 6
Last Date Revised: 1964 Forms: W

Arithmetic	Pre-Test	Post-Test
Date test given	Jan. 1966	May, 1966
Number tested	764	764
Score at 90th percentile	* 6.8	7.4
Score at 75th percentile	5.9	6.5
Score at 50th percentile	5.0	5.6
Score at 25th percentile	4.2	5.1
Score at 10th percentile	3.8	4.5

* Grade Placement

Name of Test: Metropolitan Achievement
Last Date Revised: 1958 Grade Level: 4 Forms: A

Arithmetic	Pre-Test	Post-Test
Date test given	June, 1966	July, 1966
Number tested	543	543
Score at 90th percentile	* 4.4	4.9
Score at 75th percentile	3.4	4.0
Score at 50th percentile	3.0	3.5
Score at 25th percentile	2.8	3.4
Score at 10th percentile	1.8	3.0

* Grade Placement

Results of Gates Reading Tests

Grade	Name of Test	Date Pre-Test	Date Post-Test	Pre-Test Grade Placement	Post-Grade Grade Placement	Months Gain/Loss
3	Advanced Word Recognition	1-66	6-66	2.8	3.1	+ .3
3	Paragraph Reading	1-66	6-66	2.6	3.8	+1.2
3	Level of Comprehension	1-66	6-66	2.7	3.2	+ .5
4	Reading Vocabulary	1-66	6-66	3.3	4.3	+1.0
4	Level of Comprehension	1-66	6-66	3.5	4.2	+ .7
4	General Significance	1-66	6-66	3.6	4.3	+ .7
5	Reading Vocabulary	1-66	6-66	4.3	5.2	+1.1
5	Level of Comprehension	1-66	6-66	4.3	5.1	+ .8
5	General Significance	1-66	6-66	3.8	4.3	+ .5
6	Reading Vocabulary	1-66	6-66	4.8	5.3	+ .5
6	Level of Comprehension	1-66	6-66	4.4	5.1	+ .7
6	General Significance	1-66	6-66	4.3	5.4	+1.1

Part II

1. STATISTICAL INFORMATION

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children				Avg. Cost per pupil Col. 3 by Col. 4
			Total Col. 5, 6 and 7	Public	Non Public	Not Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	3	2,159,207	12,768	10,208	2,560		169.11
B	4	207,188	1,015	978	37		204.13
C	23	468,299	1,973	1,726	247		237.35
D	69	3,794,092	16,923	15,426	1,497		224.20
E	200	3,023,052	14,893	14,073	820		202.98
Institutions	7	224,630	1,018				220.66
TOTAL	306	9,876,468	48,590	42,430	5,161		203.26

2. ESTABLISHING PROJECT AREAS:

SMSA - A

1. Neighborhood Analysis/Profile of Poverty

    (a) Study of incomes
    (b) Crime rates
    (c) Dilapidated housing
    (d) Unemployment, etc.

2. 1960 Census

3. Welfare

SMSA - B

1. Welfare

2. Administration and Staff

3. 1960 Census

4. Housing

5. School records and accounts

SMSA - C

1. Welfare

2. Administration and Staff

3. 1960 Census

4. School records and accounts

5. Housing

SMSA - D

1. Welfare

2. Administration and Staff

3. 1960 Census

4. County health records

5. School records and accounts

6. Guidance counselor records

SMSA - E

1. Administration, staff, Board of Education
2. Welfare
3. 1960 Census
4. School records and accounts
5. School survey
6. Guidance counselor records
7. County health records
8. Questionnaire to parents

3. NEEDS:

The most pressing pupil need in Kansas centers around the ability to read comparable to grade level. The following lists of needs are stated in rank order.

*SMSA - A

Lack of ability to communicate, both orally and written.
Poor and inadequate reading skills.
Slow reader and poor comprehension.
Lack of cultural enrichment.
Better home - school rapport.
Special educational services.
Social maladjustment and emotional problems.
Lack of individual attention and recognition.
Lack of nutrition.
Health and socialogical guidance and counseling, all levels.
Lack of self-development.
Poor understanding of fundamentals of mathematics.
Reading diagnostic clinic.
M-R training classes.
Lack of aesthetic experiences.
Lack of elementary physical education.

SMSA - B

Lack of ability to communicate both orally and written.
Poor and inadequate reading skills.
Slow reader and poor comprehension.
Lack of materials, interest, stimulation for good reading.
Poor listening and study habits.

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* SMSA - Standard Metropolitan Statistical Areas

Poor home - school relationship.
Lack of parental encouragement and guidance.
Social maladjustment and emotional problems.
Special education services - psychologist, counselor.
Poor health - nurse.
Speech clinican.
More effective procedures and coordination.
Lack of knowledge of outside surroundings.
Absence of elementary physical education.

SMSA - C

Lack of ability to communicate, both orally and written.
Poor and inadequate reading skills.
Poor listening and study habits.
Lack of knowledge of fundamentals of arithmetic.
Lack of cultural enrichment.
Lack of knowledge of outside surroundings.
Overloaded classrooms.
Library material not available for teachers and students.
Special education services - psychologist.
Counseling and guidance.
Sound health habits - nurse.
Poor home - school relations.
Lack of nutrition.
Lack of training for M-R students.

SMSA - D

Ability to communicate both orally and written is inadequate.
Absence of visual perception and comprehension.
Poor and inadequate reading skills.
Insufficient vocabulary.
Poor understanding of mathematics fundamentals.
Library material not accessable to teachers and students.
Lack of materials, interest and stimulation for good reading.
Insufficient equipment and personnel for physical fitness training for all.
Suitable classroom and equipment is lacking.
Lack of self-development and confidence.
Special education services - counselor, psychologist.
Better social adjustment when starting first grade.
Lack of parental encouragement and guidance.
Better home - school rapport.
Inability to furnish materials for each at their own grade level.

SMSA - E

Lack of ability to communicate orally and written.
Slow reader and poor comprehension.
Poor and inadequate reading skills.

Insufficient vocabulary.
Inability to furnish materials for each child at their own age level.
Ignorance of sound health practices.
Library material not available to students and teachers.
Lack of suitable equipment.
Need for more equal start and social adjustment when entering first grade.
Counseling and guidance services.
M-R training centers.
Lack of parental encouragement and guidance.
Suitable equipment not available.
Lack of materials, interest, stimulation for good reading.

Local educational agencies attacked the above needs with various kinds of projects; some are listed in rank order.

Reading (developmental, remedial, diagnostic)
Remedial mathematics
Library
Audio Visual center
Physical education
Cultural programs
Kindergarten
Health - nurse
Special education services
Vocational services

State agencies directly responsible for schools for handicapped children needed equipment most of all. The list includes such things as language laboratories for deaf; library and physical education for blind; furnishings and equipment for psychiatric learning spaces; development of M-R curriculum and orienting public school teachers to work with emotionally disturbed children.

4. LOCAL EDUCATIONAL AGENCY PROBLEMS:

The local educational agencies encountered many problems in implementing their projects. Some of the outstanding obstacles were:

Pressure of time
Qualified personnel
Shortage of material and equipment
Inadequate facilities
Scheduling remedial students
School unification
Summer school obstacles
Suitable material for all levels of instruction
Conception of remedial classes
Knowing what to do and how to do it

SMSA - A

The number one problem for this classification was to find suitable, qualified personnel. The shortage existed in nearly all fields, listed in rank order. First was remedial reading specialists, then reading instructors, librarians, counselors, physical education instructors. Organizations of this size were attractive to personnel and were capable of filling requirements, but the task was time-consuming and expensive.

The demand for materials and equipment made it impossible for distributors to deliver the merchandise. Many of the orders were not delivered until after the school year closed and some administrators report the orders may not be received during 1966. Orders including such equipment as reading laboratories, Tachist-o-Film, Craig readers, controlled reader, Thermo-Fax machines, tape recorders, overhead projectors, study carrels, etc.

Adequate facilities were a problem in some schools. All suitable classrooms were in use and in most districts were overcrowded. Many quarters were improvised and later renovated to provide adequate classroom space.

SMSA - B

Suitable, qualified personnel constitutes the major problem for this classification. The sudden demand for specialized trained individuals in specific fields exhausted the supply. The shortage existed in nearly all specialized fields, listed in rank order. First was remedial reading specialist, then reading instructors, librarians, counselors, physical education instructors, school psychologist, speech therapist, music instructors and art instructors.

Due to the demand for specific material and equipment, the distributors were unable to obtain merchandise from factories; as a result, orders were not delivered. Considerable equipment was not delivered until after school year had ended, and several administrators report the orders may not be received by the end of the year (1966). Orders including such equipment as reading laboratories, Tachist-o-Film, Craig readers, controlled readers, Thermo-Fax machines, tape recorders, overhead projectors, film strip projectors, opaque projectors, study carrels, etc.

Class scheduling was a problem in some schools, especially in remedial classes. Students were required to leave routine schedule to attend remedial classes which often conflicted with regular class periods.

SMSA - C

Finding suitable, qualified personnel was the most difficult problem confronted by this classification. The shortage existed in nearly all specialized fields, listed in order. First was remedial reading specialist, then reading instructors, librarians, counselors, physical education instructors, school psychologist, speech therapist, music instructor and art instructors. To meet this situation, some administrators used teachers from their present staff and attempted to hire replacements.

The pressure of time was another problem for this classification. Knowing what to do and how to do it in this totally new area was quite perplexing. The planning in most projects was executed by the administration and faculty members who were already burdened with routine duties. School administrators felt they could have originated better projects if there could have been more time for planning and execution.

The shortage of materials and equipment made it impossible for distributors to deliver the ordered merchandise. The unusual demand soon exhausted the supply and factories could not supply the distributors, so much of the equipment did not reach its destination until the end of the school year. Equipment such as Craig readers, controlled readers, Tachist-o-Film, Thermo-Fax machines, tape recorders, overhead projectors, opaque projectors, study carrels, library books, reference books, etc.

Class scheduling was also a problem in the remedial classes. When students had to leave their routine schedule for remedial classes it often caused conflicts with regular classes.

SMSA - D

Suitable, qualified personnel occupies the number one problem for this classification the same as it has been in the above areas. The smaller the school system the greater the problem; the number required was fewer, but since there were not enough personnel to meet the demand, the most desired positions were in the larger schools. The list included remedial reading teachers, librarians, counselors, mathematics instructors, music instructors, art instructors and physical education instructors. To meet this situation, some administrators used teachers from their present staff and attempted to hire replacements, while others employed what they could find and elevate them by in-service-training.

The element of time was of importance to this classification. The project planning and execution was handled by the administration and faculty members who were already burdened with routine duties. Knowing what to do and how to do it was of much concern. School administrators felt they could have originated better projects if there could have been more time for planning and execution.

The demand for equipment caused a shortage so acute that distributors were unable to deliver the order for merchandise. Considerable equipment could not be delivered until after the end of the school year and administrators report orders may not arrive until after the first of the year. The list includes reading laboratories, controlled laboratories, controlled readers, Tachist-o-Film, Thermo-Fax machines, tape recorders, books, reference material, film strip projectors including film strip libraries.

Unification was a problem in Kansas; the disorganization of one school district and the organization of another. The distance between operating centers made it difficult both for commuting teachers and students. The size of many centers was small, but all requested, qualified, and deserved a project. This problem is being remedied rapidly by elimination of operating units after July 1, 1966.

There was the problem of scheduling remedial students in remedial classes during the regular school year. Some class schedules had to be rearranged. Some regular staff members were reluctant to lend a hand in implementing the program. There was some resentment of staff members not involved in the project noted due to the ideal teaching situation of smaller classes and specialized equipment.

There was a problem of educating the parents and children to the idea of going to school in the summer. Conflicts with Bible schools, summer camps, family vacations, hot weather, all had to be solved by the local educational agency.

SMSA - E

The shortage of teachers was more acute in this classification than in the other areas. The need for trained specialists was not so great in quantity but the absence of like training on the present staff was practically nil. Administrators sent staff members to workshops, conferences, seminars, night schools, and visitations to gather pertinent information and knowledge. The list in rank order includes reading instructors, librarians, counselors, music instructors, art instructors, and physical education instructors.

Time was a problem for the schools in this area as it was in the larger schools. Project planning and execution was handled by the administration and faculty members who were already burdened with routine duties. Knowing what to do and how to do it was of much concern. School administrators felt better projects could have been originated if there could have been more time for planning and execution.

The demand for materials and equipment made it impossible for distributors to deliver the merchandise. Many of the orders were not delivered until after the school year closed and some administrators report orders may not be received during 1966. Orders including such equipment as reading laboratories, Craig readers, controlled readers, film strip libraries, Thermo-Fax machines, tape recorders, overhead projectors, library books and reference material.

Unification was a problem in Kansas; the disorganization of one district and the organization of another. The size of many operating centers was small, but al. requested, qualified, and deserved a project. The distance between operating centers made it difficult both for commuting teachers and students. This problem is being remedied rapidly by elimination of operating units after July 1, 1966.

Adequate facilities were a problem of many schools in this area. Suitable classrooms were in use, so many quarters were improvised and later renovated to provide adequate classroom space.

Scheduling remedial students in remedial classes was a problem of the schools in this area. Some regular staff members were reluctant to release students from routine schedule and to lend a hand in implementing the program. There was some resentment of staff members not involved in the project noted due to the ideal teaching situation of smaller classes and specialized equipment.

There was a problem of educating the parents and children to the idea of going to school in the summer. Conflicts with Bible schools, summer camps, family vacations, hot weather, all had to be solved by the local educational agency.

In the beginning of the program some students and parents were skeptical to take part in remedial classes. At first impression they were thought to be "dumbbell" classrooms.

State agencies directly responsible for schools for handicapped children had the problem of delivery of their purchase orders for material and equipment. The delivery was delayed until the last of May and during the summer months. Thus the use did not materialize this first year. The equipment was specialized for the handicaps the institution served, such as blind, deaf, emotional, etc. Scarce equipment similar to orders placed by local educational agencies was classroom furniture, tape recorders, overhead projectors, Thermo-Fax machines, study carrels and duplicating machines.

5. PREVALENT ACTIVITIES:

Local educational agencies implemented projects involving many types of program activities.

SMSA - A

Remedial reading
Trips to industry, parks, museums, art galleries, etc.
Music concerts
Word recognition drills
Young arts concerts
Dramatization
Silent and oral reading
Filmstrips
Use of overhead projectors and transparencies
Tape and disc recordings
Controlled reading units
Phonics workbooks
SRA materials

- High interest reading material
- Mural Stitchery
- Use of kiln and glazing
- Professional artists' demonstrations
- Tempera murals
- Papier-mache
- Watercolor painting
- Crayon drawings
- Theatrical presentations
- Field trips
- Serving lunches
- Medical and dental inspections
- Making woodwork projects
- Making metalwork projects
- Use of piano to enhance musical interest
- Drills to develop skills, rhythm, body control, endurance and strength
- Home visitations

SMSA - B

- Remedial reading
- Silent and oral reading
- Use of overhead projectors and transparencies
- Film strips
- Tape and disc recordings
- Controlled reading units
- Peabody language development kit
- Pictures
- Puppets
- Experience charts
- Dramatic plays
- Flannel board
- Traditional "show and tell"
- Trips to places of interest; industry, museums and art galleries
- Home visitations
- Word recognition drills
- Phonics workbooks and drills
- Field trips
- Medical and dental inspections

SMSA - C

- Remedial reading
- Silent and oral reading
- Use of overhead projectors
- Film strips
- Tape and disc recordings
- Controlled reading units
- Tachistoscopic teaching
- Words in color

High interest reading material
    Cowboy Sam series
    Sailor Jack series
    Dan Frontier series
Programmed reading
Word games for individuals and groups
Oral reports
Class demonstrations
Trips to industry, museums, art galleries
Kindergarten trips to places of interest: farm, dairy, store, etc.
Mathematic drills and games
Medical and health inspection
Drills to develop skills, rhythm, body control, endurance and strength

SMSA - D

Remedial reading
Word recognition drills
Vocabulary drills
Dramatizations
Silent and oral reading
Oral reports
Controlled readers
Phonics drills
Opaque projecting
Oral reading through make-believe television set
"Listen and Do" records
Scrapbook of "story pictures"
Home visitations
Drills to develop skills, rhythm, body control, endurance and strength (tumbling, walking beam, trampoline, jumping ropes, games, etc.)
Use of overhead projectors and transparencies
Tapes and disc recordings
Trips to industry, art galleries, museums, etc.
Medical and dental inspections
Methematics drills and games
Study camps

SMSA - E

Remedial reading
Silent and oral reading
Word recognition drills
Phonics drills
Dramatic plays
Oral reports and news flashes
Controlled readers
Use of overhead projectors and transparencies
Creative writings
Basic mathematics drills
Trips to industrial plants, civic centers and museums

Serving lunches in morning
Drills to develop skills, rhythm, body control, endurance and strength
Picture story telling
Medical and dental inspections
Class demonstrations
Study camps
Kindergarten trips to places of interest (farms, stores, banks, dairies, museums, airport, etc.)
Word games for individuals and groups
Scrapbook of "story pictures"

State agencies directly responsible for schools for handicapped children implemented projects involving their specific handicap. Such as:

Vocational programs
Communication programs
In-service-training program
Library and reading material for blind
Physical education for blind (bowling alley)
Orientation of public school teachers training emotional students
Learning spaces for psychiatric children
Curriculum development and experimented for M-R children

6. INNOVATIVE PROJECTS:

SMSA - A

Cultural Phase - Project #66242 - Music projects for public and parochial schools with the idea of raising the musical literacy of the students who have previously been unable to meet the conditions necessary to take advantage of the cultural opportunities available in a metropolitan area. The programs included Kansas City Philharmonic Orchestra concert, forty-nine concerts by small ensembles from the Kansas City Philharmonic Orchestra and the Lyric Opera, two concerts by the United States Navy Band from Washington, D.C., and a six-weeks summer vacation music classes for talented and needy young people. The project included an art phase which provided summer scholarships to art classes for talented, needy children conducted by the education department of a priminent art gallery. Also included in the project was a tour program consisting of guided tours for elementary students. Places of interest visited were the zoo, museum, Truman Library, artist demonstrations and artists at work on murals for urban renewal. This project seemed to be an effective approach to a need of great proportions.

Mobile Piano Class - Project #66003 - Purpose was to enhance the musical interest and skill of grade children. It was felt that the piano, with its keyboard, was without peer in the teaching of music fundamentals. Electronic pianos with the necessary communication centers were placed in large truck-trailers making a mobile classroom. The mobile classroom was moved from school to school on regular schedules. The time allotted was forty minutes, once per week, per class.

SMSA - B

Language Arts Curriculum Guide - Project #66153 - One part of the Enrichment of Language Arts program was the development of a curriculum guide. A comprehensive language arts curriculum guide in all subject area levels for use in elementary schools was developed with the guidance of university consultants.

Mobile Reading Laboratory - Project #66204 - The mobile reading laboratory was designed to accommodate a maximum of six students for remedial instruction in a completely self-contained unit. Supplies and equipment housed in the unit include a proper balance of reading materials including teacher and pupil supplies, reading devices and diagnostic supplies. The mobile unit was adopted for a fast-growing district with absolutely no physical facilities available in the identified areas to house remedial reading laboratories, whereas a traveling unit can serve all identified areas containing underprivileged students by moving from school to school on a regular schedule.

SMSA - C

Practical Arts Program - Project #66030 - This project was organized to meet the needs of a group of students who were underachieving in the school's regular academic curriculum. Their lack of success made them potential drop-outs. A philosophy of providing learning experiences through programs which offer a built-in incentive was predominant in our planning. Through Practical Arts programs in auto information and home mechanics it was hoped to provide special educational services in which the students could succeed, be motivated toward learning, and provide them with an adequate basis for self-sufficiency after graduation. The automobile information program was designed to give boys and girls the basic understanding and skills necessary to undertake minor repair and adjustment of an automobile. The home mechanics course was designed to acquaint students (boys and girls) with the necessary knowledge and skill to perform minor repairs and maintenance in the home. It also acquainted students with the operation of electrical equipment and electrical wiring.

SMSA - D

Work Experience Program - Project #66020 - One phase of "Step Up" project was a Work Experience Program for seniors. The LEA employed a supervisor to initiate and coordinate a work experience pilot program. The program was a cooperative activity between the school and local businessmen. The students spent a portion of their day in normal classroom activities and the remainder of the day on a job procured through the program. A system of granting high school credits for the participants in this program was worked out with the State Department of Education so that the participating students were not penalized academically. The program was designed to serve the interest and needs of the potential drop-outs and is limited to twelfth-grade students.

Readiness Room - Project #66020 - Another phase of "Step Up" project was a readiness room for some members of the first grade. A number of first graders were in need of further training before being promoted to the second grade. A series of tests was given by the guidance department and it was discovered that while these boys and girls were having obvious difficulties in adjusting to first grade instruction, the potential for more comprehensive learning was there. It was believed that most of these children were capable of learning but lacked the background experiences necessary to progress in a normal manner. At first the permissiveness of the classroom seemed too much for the teacher and children to cope with, but as time went on a change took place. The room became a beehive of activity. Children who were a disturbing influence in normal classrooms became busy, interested, and developing members of the readiness room.

Study Camp Program - Project #66061 - Students were taken from the home and out of the community to Y.M.C.A. camps in Kansas and Colorado. The students participating in the program ranged in age from 5 to 17 years. The younger group, ages 5 to 10, was taken to a Kansas camp, while the students ranging from 11 to 17 years were taken to a Colorado camp. The curriculum included (1) teaching of reading, (2) reading for pleasure, (3) civics - including appreciation for the American way of life, (4) group discussions, (5) physical education and camping activities, (6) music and art crafts and (7) educational trips to industries and special attractions. The object was to introduce to these students a better understanding of ways to live in our society; to better understand ways of living together; to create a desire to learn; to expose these children to middle-class and upper-class values; and to stress the idea that education is important for the years ahead.

Night Summer School - Project #66020 - This project provided remedial instruction in the areas of mathematics, social science, English and remedial and developmental reading for ten weeks during the summer. The classes met for two-hour sessions for two evenings, seven p.m. to nine p.m., each week for ten weeks. The two-hour sessions and the evening meetings were satisfactory in this community. This gave the youth a chance to hold down a job during the day since many of the boys were working on farms.

SMSA - E

Diagnostic Reading - Project #66213 - This program was initiated for the purpose of identifying and helping youngsters that are having difficulty with reading. Before a deficiency can be corrected, the extent, nature, scope, and degree of the deficiency must be known. Students were selected for complete evaluation concerning their reading skills and habits. A clinical diagnosis was made of reading difficulties of each student involved. At the risk of oversimplification, the diagnosis followed this pattern: first step was a conference between reading consultant and classroom teacher; secondly, there was a conference between pupil and consultant for the purpose of establishing rapport, gathering evidence on pupil likes and dislikes, attitudes toward school, teachers, other children, etc. Next was a rather thorough speech and hearing evaluation by the speech therapist. The fourth step was the administration of a Durrell Analysis of Reading Difficulties test; fifth was the photographing of eye movement with a Reading Eye Camera for establishing length of fixations per word, reading rate, and other related data; and in many cases established aptitude and achievement factors through the use of approved testing procedures. Upon completion of the diagnosis process, and the factors involved in each individual's difficulty were identified, the follow-up took the form of conferences between reading consultant, teacher and parents for determining how best to help each student become a more efficient learner. A remedial program was developed for the student that would attempt to help overcome the individual handicap.

Literacy Education Program - Project #66230 - The literacy education program of this project was initiated to care for the remedial needs of children of migrant agricultural workers. The children were chiefly from Spanish-speaking families that remained in the community for only a short time and then moved to other parts of the country. When these students were placed in regular classes, their grade placement or achievement level and age level were not comparable to the normative group. Bi-lingual aids were employed to assist each classroom teacher so as to provide remedial help in all areas of the curriculum for the children of the migrant families.

Cultural Improvement Program - Project #66264 - Part of this project included a summer creative art program. The high school students worked in the areas of silver-smithing, ceramics, clay sculpture and drawing. The grade school students worked in the areas of ceramics, mosaics, and leather crafts.

Health Services - Project #66336 - This program established health services for an Amish community. The Amish are satisfied with very little education which holds back the educational progress of the community. Many families would not immunize their children and fail to see a doctor when a child is injured or ill. The absence of modern conveniences creates a problem of bodily cleanliness. Amish students accepted the authority of the school nurse and evidence was observed proving the services were effective in making progress toward stated objectives.

7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS:

Local educational agencies used varied methods to develop or increase the staff for Title I projects. The first effort expended was to employ new employees to staff the Title I projects. Quantity of personnel was scarce and quality was more scarce. So, several alternate methods of staff development was employed. Many regular staff employees were transferred to Title I and were replaced by new personnel, most likely a first-semester college graduate.

SMSA - A -

Regular staff meetings of Title I personnel to establish uniformity of methods.

Child study groups for teachers sponsored by college specialist.

A continuous program to keep instructional staff aware of various facets of the Title I program.

Individual building staff meetings following in-service-training sessions.

Provide teachers with a counseling period by using teacher aids to give more time for individual problems.

Summer workshop in remedial reading for Title I staff provided with stipends paid for attendance; workshop conducted by outstanding reading consultants.

Workshop for teachers conducted by book, encyclopedia, audio visual and other, company representatives selling new material or teaching devices.

One to One meetings and conferences with principal, counselor or curriculum specialist.

Attend eight-week reading conference on college campus.

Attend state-wide workshop conferences on reading sponsored by a teacher training college.

Attend International Reading Association conference at Dallas, Texas.

Provide teacher libraries with professional literature and textbooks on recent trends.

SMSA - B -

Staff meetings to familiarize all teachers with new reading material and teaching devices.

Staff meeting of Title I personnel to establish uniformity of methods.

Outside speakers gave demonstrations and lectures on the use of tape recordings, overhead projectors and controlled readers in the teaching of reading.

Outside specialist brought in for regular staff meetings.

Employ college consultant to conduct workshop within the school for a definite period of time.

Staff meetings with specialized personnel demonstrating to group.

One to One conferences with principal, counselor or curriculum specialist.

Attend summer school workshop for remedial reading on college campus.

Attend state-wide workshop conference on reading sponsored by a teacher training college.

Attend International Reading Association conference at Dallas, Texas.

Attend reading clinic on a college campus.

Staff meeting with student services personnel presenting characteristics of deprived students.

Provide teachers with professional literature and textbooks on modern trends.

Use of teacher aids to give teacher more time for individual problems.

SMSA - C -

Regular staff meetings of Title I personnel to establish uniformity of methods.

Workshop and seminars for teachers conducted by curriculum consultants from Kansas State Department of Education.

Workshop for teachers conducted by book, audio visual and other company representatives selling new material or teaching devices.

One to One meetings with principal, counselor and other specialists.

Attend reading conferences on college campus.

Attend state-wide workshops sponsored by teacher training college.

Attend International Reading Association conference at Dallas, Texas.

Enroll in extension courses conducted by teacher training institutions in specific centers. (3 hours credit)

Provide teachers with material and textbooks on recent trends.

Outside speakers brought in for regular staff meetings.

Send project teachers to college campus to visit college professor specialized in specific programs.

SMSA - D -

Regular staff meetings to correlate Title I and other faculty personnel.

Workshop and seminars for teachers conducted by curriculum consultants from Kansas State Department of Education.

Workshop for teachers conducted by book, audio visual and other equipment representatives selling new materials or teaching devices.

Send project teacher to college campus to visit college professor specialized in specific programs.

Specialized personnel demonstrating at regular staff meetings.

One to One conferences.

Visit like project program in operation that is known to be a success.

Attend extension courses conducted by teacher training institution in specific centers. (3 hours credit)

Send teachers to summer school at district expense with understanding they are to return to present position.

Attend a reading clinic on a college campus.

Attend state-wide reading workshop sponsored by college.

Provide teachers with materials and textbooks on modern trends.

Provide teachers with examples of successful program in operation.

SMSA - E -

Regular staff meetings to correlate Title I and other faculty personnel.

Workshop for teachers conducted by company representatives selling new material or teaching devices.

One to One conferences with principal, teachers, or students.

Attend summer workshops, for credit, on college campus.

Attend state-wide workshop conference on reading sponsored by a teacher training college.

Attend extension courses conducted by teacher training institution in specific centers.

Correspondence courses offered by college extension department.

Consultation services given by curriculum specialist from State Department of Education.

Provide teachers with material and textbooks on recent trends.

Send teachers to visit like project in operation that is known to be a success.

Send project teacher to college campus for consultation with specialist in specific program.

Attend a developmental reading seminar on a college campus.

8.

Most Prevalent Used Measuring Instrument for Each Grade Level

SMSA - A (numbers represent LEA's using the test)

Name of Test	Form	School Level				
		Pre-Kdn & K	Grd. 1-3	Grd. 4-6	Grd. 7-9	Grd. 10-12
Ginn Series	I		1			
Iowa Test of Basic Skills	I			1		
Metropolitan Achievement Test	A&B		1	2	2	
Nelson Biology	AM					1
Stanford Achievement Tests	W&Y		1	1	1	

8.

Most Prevalent Used Measuring Instrument For Each Grade Level

SMSA - B (numbers represent LEA's using the test)

Name of Test	Form	School Level				
		Pre-Kdn & K	Grd. 1-3	Grd. 4-6	Grd. 7-9	Grd. 10-12
Diagnostic Reading Test	Elemen			1		
Gates Basic Reading Tests	1 & 2		1	1		
Metropolitan Achievement Test	A & B		1			
Metropolitan Readiness Test	B	I				
Stanford Achievement Test	W & Y		3	3	3	

8.

Most Prevalent Used Measuring Instrument For Each Grade Level

SMSA - C (numbers represent LEA's using the test)

Name of Test	Form	School Level				
		Pre-Kdn. & K	Grd. 1-3	Grd. 4-6	Grd. 7-9	Grd. 10-12
California Achievement Tests	X		2	2	2	2
Emporia Elementary Reading	A-65		1			
Emporia Primary Reading	A-65		1			
Emporia Silent Reading	A-65		1	1	1	
Gates Basic Reading Tests	1 & 2		5	3	2	
Gates-MacGinitill Reading	1			1	1	1
Gilmore Oral Reading	A				1	
Iowa Test of Basic Skills	I		3	3	1	
McCall-Crabbs Standard Test	1 & 2		1	1	1	
Stanford Achievement Test	W & Y		8	4	1	

8\.

Most Prevalent Used Measuring Instrument For Each Grade Level

SMSA - D (numbers represent LEA's using the test)

Name of Test	Form	School Level				
		Pre-Kdn. & Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
California Achievement Test	X		5	5	3	
Durrell-Sullivan Reading Achievement Test	A&B		4	3		
Gates Basic Reading Tests	1&2	Primary 1	6	2	2	2
Iowa Silent Reading	CM DM			11	11	4
Iowa Test of Basic Skills	I		5	7	4	
Iowa Test of Educational Development	S-35 Y-35					2
Metropolitan Achievement Test	A&B	Readiness R 1	7	4	4	
Nelson Silent Reading Test	A		3	2	1	1
SRA Achievement Test	C&D			2	2	2
Stanford Achievement Test	Y W		14	14	12	4

8.

Most Prevalent Used Measuring Instrument for Each Grade Level

SMSA - E (numbers represent LEA's using the test)

Name of Test	Form	School Level				
		Pre-Kdn. & K	Grd. 1-3	Grd. 4-6	Grd. 7-9	Grd. 10-12
California Achievement Tests	X		24	26	26	13
California Test of Mental Ability	W	2		1	1	
Diagnostic Reading Test	W		6	6	9	4
Emporia Primary Test	A-65		8			
Emporia Silent Test	A-65		16	2		
Gates Basic Reading Test	1&2		26	25	21	4
Iowa Test of Basic Skills	I		11	9	11	2
Iowa Silent Reading Test	DM CM		14	26	27	16
Metropolitan Achievement Test	A&B	Readiness 3	13	15	13	2
SRA Achievement Test	C&D		14	12	10	4
Stanford Achievement Test	W&Y		27	3	28	3

9. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS:

A. The five project activities judged to have been most effective for each school level of the five Standard Metropolitan Statistical Areas --

1. SMSA - A

(a) Early years:

(1) Remedial Reading
(2) Library
(3) Culture Programs
(4) Special Education
(5) Health - Nurse

(b) Middle years:

(1) Remedial Reading
(2) Library
(3) Culture Programs
(4) Special Education
(5) Health - Nurse

(c) Teen years:

(1) Remedial Reading
(2) Special Education
(3) Cultural Programs
(4) Library
(5) Guidance and Counseling

2. SMSA - B

(a) Early years:

(1) Reading (developmental, remedial, diagnostic)
(2) Special Education
(3) Library
(4) Health - Nurse
(5) Cultural Programs

(b) Middle years:

(1) Reading (developmental, remedial, diagnostic)
(2) Special Education
(3) Library
(4) Health - Nurse
(5) Cultural Programs

(c) Teen years:

- (1) Special Education
- (2) Library
- (3) Guidance and Counseling
- (4) Health - Nurse
- (5) Cultural Programs

3. SMSA - C

(a) Early years:

- (1) Remedial Reading
- (2) Kindergarten
- (3) Library
- (4) Mathematics
- (5) Health - Nurse

(b) Middle years:

- (1) Remedial Reading (diagnostic)
- (2) Mathematics
- (3) Library
- (4) Physical Education
- (5) Health - Nurse

(c) Teen years:

- (1) Remedial Reading
- (2) Mathematics
- (3) Library
- (4) Cultural Programs
- (5) Health - Nurse

4. SMSA - D

(a) Early years:

- (1) Remedial Reading
- (2) Mathematics
- (3) Library
- (4) Cultural Programs
- (5) Kindergarten

(b) Middle years:

- (1) Remedial Reading
- (2) Cultural Programs
- (3) Library
- (4) Mathematics
- (5) Audio Visual

(c) Teen years:

(1) Remedial Reading
(2) Library
(3) Cultural Programs
(4) Mathematics
(5) Audio Visual

5. SMSA - E

(a) Early years:

(1) Remedial Reading
(2) Mathematics
(3) Audio Visual
(4) Cultural Programs
(5) Kindergarten

(b) Middle years:

(1) Remedial Reading
(2) Mathematics
(3) Audio Visual
(4) Cultural Programs
(5) Library

(c) Teen years:

(1) Remedial Reading
(2) Mathematics
(3) Audio Visual
(4) Cultural Programs
(5) Library

B. Project Activities - Strength and Weaknesses --

1. Remedial Reading - Remedial reading was the number one activity in each statistical area.

Strength - The classes were composed of students with like deficiencies. This fact enabled them to take an active part in the class procedures without feeling inferior, resulting in the development of self-confidence and the feeling of accomplishment. The size of the class was reduced enabling the instructor to provide individualized attention. Specialized instruction by teachers trained to offer this type of learning and understanding of individual differences and time to care for special problems. Specialized equipment was available for the teacher to use in teaching which could not be provided before due to limited budgets. Reading material was provided and used comparable to students' reading level, ability and comprehension.

Weaknesses - The increased demand for remedial reading specialists soon exhausted the supply causing substitutions of less qualified instructors, thus lowering the quality of instruction. The increased request for material and equipment exhausted the manufacturers' supply. It was impossible to increase production to meet all orders promptly so considerable delay in the delivery of the merchandise. As a result, teachers had to improvise until the material arrived and in many instances the arrival was after the close of school. Suitable classrooms were not always available and space had to be improvised until the program could be placed in regular schedule. Remedial reading classes organized after the regular schedule was in operation resulted in scheduling difficulties. Evaluating, possibly for the first time, created problems of knowing what to do, how to do, and when to do.

2. Mathematics - Strengths and weaknesses of mathematics programs were similar to remedial reading programs. The possible exception was the supply of mathematics instructors; it was not so critical as remedial reading specialists. Most LEA's were successful in obtaining the number and quality desired.

3. Libraries -

Strengths - Library centers were developed and staffed with full time librarians in charge, resulting in improved selection of materials. Proper cataloging procedures provided accessibility of books and materials. Students and teachers were better informed as to available information and contents of the library. Library schedule was extended to provide students with additional hours of study and research. Equipment such as air conditioning, carpeting, study carrels improved atmosphere and stimulated the desire of the students to make use of available resources.

Weaknesses - The demand for materials and equipment created a supply shortage resulting in the failure to deliver the desired order in time to receive much value for the 1966 program.

4. Audio Visual -

Strengths - Materials and equipment adapted to the ability of the scholastically underprivileged were available for use by instructors in the program. Heretofore, this being a minority group, limited budgets could or at least did not provide these necessary teaching devices. The quantity of materials and equipment increased to provide availability when desired. School personnel were trained in the proper use of equipment by factory and sales personnel.

Weaknesses - The inability of the manufacturers to deliver orders due to increased demand for their merchandise.

5. Cultural Programs -

Strengths - Provided cultural and aesthetic experiences and understanding for students never before realized. Children were acquainted with activities outside of the community in which they lived. Students were provided with experiences and knowledge that could be used in the classroom, bases for conversation and further exploration. Opportunities were provided for appropriate conduct while in a group outside the classroom in foreign surroundings.

Weaknesses - Available busses for transporting students on tours. Difficulty of evaluating project programs of this nature.

6. Kindergarten -

Strengths - It enabled school districts to provide equal training to pre-school children where it could not be furnished due to limited school budgets. A level of training was started in the community for the first time that is being considered a necessity and a part of the routine curriculum.

Weaknesses - none

7. Health - Nurse -

Strengths - Permitted the extension of health services to all schools in the system and the accumulation of thorough case histories of each student with the use of added personnel. Cooperative projects permitted schools to have health services for the first time.

Weaknesses - Distance between operating centers in some cooperative projects required the nurse to spend too much school time on the road. Also, the nurse would be on duty in one school when her services would be needed in another school.

8. Physical Education -

Strengths - Physical education was extended throughout the elementary schools aiding them to participate in the President's Physical Fitness Program. Additional physical education instructors were employed to develop uniform lesson plans and conduct in-service-training for regular staff members. Equipment was purchased suited to the program and in sufficient quantities to accommodate the additional participants.

Weaknesses - The supply of physical education instructors was not sufficient to carry out the program as planned in many schools.

9. Special Education -

Strengths - Many small schools were provided with the specialized services of a school psychologist, a psychiatrist and a speech therapist through cooperative programs. The staff in the larger schools was increased to provide specialized services to a larger number of students, especially those with minor problems.

Weaknesses - The number of available specialized personnel trained in these fields was not sufficient to accommodate the demand.

10. Guidance and Counseling -

Strengths - Guidance services were extended to include the elementary schools. Sufficient personnel was employed to provide counseling to all students from kindergarten to twelfth grade.

Weaknesses - The lack of sufficiently trained personnel was the outstanding weakness confronting the successful operation of this program.

10. GENERAL ANALYSIS OF TITLE I:

The effectiveness of Title I in enhancing educational opportunities, experiences, achievements, and general attitude toward education.

SMSA - A - The objectives of the specific projects were aimed at a specific problem and were interrelated to the extent that they were all directed to deal with the problems of the educationally deprived in the disadvantaged areas. They were geared to help children to receive more attention and concern in areas in which students were deemed to need concentrated assistance and individualized instruction. The concern was for the educationally deprived student, his lack of achievement, the problems preventing his best education, his lack of cultural advantages and what would happen to him if he did not receive the best possible education.

With this type of programs, changes were evident and objectives were obviously met. The length of time the projects were in effect made it difficult to realize and measure the value of the programs; only by continuation of the activities can true value be identified. Standardized tests of achievement indicate some change in attainment of the students, although not too significant compared to the same grade level a year ago. Teacher opinion, as reflected by questionnaires, attendance records and reduction of problems for individual pupils indicate a change in attainment actually existed. The changes in the areas of attitude and behavior were more prominent than changes in subject matter areas. Students gained self-confidence, having been reluctant to express themselves in other classes; they soon realized they were with those of their own level and seemed freer and more willing to participate in discussions. As it has been expressed before "When a student is treated as if he is worth something and given a chance to be such, he usually becomes something." For the first time, the underprivileged student could realize and take part in the cultural advantages of the more privileged group of society. They attended and enjoyed musical concerts, art galleries, trips to industries, camps, places and activities never before realized and experienced. Student questionnaires revealed the interest and positive appreciation for this type of participation and privilege. Parent questionnaires revealed an interest in the student and his education where there had been no previous indications of concern. As mentioned before, the program has been in effect only a short time. The true value can only be realized by its continuation; the ground work has been laid and if the time spent can be of any indication at all, the underprivileged student is well on his way to attaining an education that places him on par with other students of his own age and grade level.

SMSA - B and SMSA - C - The objectives of the total program were interrelated to a high degree. The contents of the analysis for SMSA - A pertains to these areas and should not be repeated. SMSA - B and SMSA - C areas are so similar the analysis for them is treated in one unit.

The students that participated in projects have shown effects of social maladjustment and a deficiency in a positive outlook due to an inadequate skill in reading, mathematics, physical fitness, social attitudes and cultural values. They were known to have poor attendance, poor academic achievement, classroom behavior problems, vocational incompetency and poor association with acceptable peers. They were handicapped in their efforts in the realization of civic responsibility and self-concept due to defeat in virtually every experience they had encountered in school, resulting in distinct feelings of frustration and depression. The need for specialized instruction and individual attention had become quite evident. Specialized equipment, specialized teachers, smaller classes were needed but could not be realized due to the limited school budgets. Title I furnished these needs and in nearly every respect the results were amazing considering the time the program has been in practice. The new equipment, better supplementary materials used by specialized instructors in nearly ideal classrooms brought a higher level of achievement, better motivation, higher personal educational aspirations, increased enthusiasm on the part of the students.

The students indicated their change of attitude toward school by taking more active participation with greater enthusiasm in class procedures, expressing displeasure when the class ended for the day. Attendance was a desire instead of a resentment and improved to equal an average norm. A statement contributed by one school seemed to express the general value of Title I programs, typical of many other schools, when they stated "The library, reading and study center were so designed and equipped that one complimented the other. We feel that over forty-seven percent of the students involved were helped with study skills, comprehension, and a sense of belonging to a group which we feel is of vital importance in our total educational picture. The improvement is learning attitudes, attack skills, and reading comprehension and speed along with vocabulary building were present in each project; and one basically carried over to the other." The recognition of individual differences and abilities were handled in a constructive way; and by this measure, several students have been more successful in school than at any other previous time. A definite decline of failures showing up at progress report time was seen. A noted change in many students test scores when given at the beginning of the program and again at the end of the program showed marked increase in many areas of learning skills. Changes in attitude were noted in both students and parents toward school and subject areas.

The results of remedial teaching have reflected on the teaching procedures of the general teaching staff. The effects have been noticed and interest in improved methods of instruction is entering into other fields of teaching.

The results of the standardized tests that were given definitely indicate that significant improvement can occur with specialized, individualized remedial attention. More important, the program is improving those students' self-image by providing opportunities for success in the academic areas.

SMSA - D and SMSA - E - The two smaller areas are so similar that in order to avoid repetition they are combined in their general analysis. Again, the values expressed in the above area analyses apply to these two classifications and will not be repeated. The students from D and E areas have been handicapped by limited budgets and inadequate teaching situations to a greater extent than schools from larger areas. The compensation, if there is one, is the fact that the quantity of underprivileged students are fewer in each approved project. Title I enabled teachers to have available materials, aids, and facilities that could never be afforded before to implement teaching practices. The students involved in Title I programs were disadvantaged in ways other than economic. Their concepts were narrow and limited within the small sphere of their experiences. Because of constant failure to achieve academically, they lacked self-confidence, initiative, and often possessed belligerant and rebellious attitudes. Often bi-lingual backgrounds and parental indifferences created barriers to oral communication. Environmental backgrounds of little constructive conversation in the home, little or no reading material of interest to children, crowded and noisy "home study" conditions all were detriments to the children.

With the aid of Title I, teachers were able to break many of the barriers because they had more time for individual attention and they had a wider range of material and equipment to stimulate interest in learning and to break through the mental barriers the children had toward learning. They had sufficient opportunities to work with consultants and other staff members about children problems. They were able to confer with parents with greater success by home visitations. Remarkable changes were noticed in the children, attendance picked up, attitudes changed; smiles were evident that were not so pronounced before, children remarked "This was fun". Some wanted to stay during the next children's period so they could learn more. Teachers were quick to grasp the opportunities that arose to build the child's self-esteem and to promote success on his part, no matter how small. The entire atmosphere of the classroom seemed to change. Standardized tests and records kept on each child's progress gave evidence that Title I program raised the reading level of many of the students. Indications of interest and cooperation of the parents was increased; in fact, the community and local press often became most enthusiastic. Everyone involved has made emphatic recommendations that various segments of the program have had marked influence and should be continued and expanded. These indications, although subjective, seem indicative of the significant impact which the Title I program has had on the opportunities and attainments of the pupils in the areas served.

Part III

TABLE 1 - A

Sample of representative projects in skill development subjects and attitudinal and behaviorial development indicating the number of projects that employed each of the specified types of standardized tests and other measurements.

Projects in Skill Development Subjects--Reading						Projects in Attitudinal and Behavioral Develop.--Cult. Pro.				
	Pre-K/ Kind.	Grd. 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grd. 1-3	4-6	7-9	10-12
Measures 1. Standardized Tests & Inventories										
a. Achievmnt		146	166	148	64					
b. Intellgnc		83	102	122	58					
c. Aptitude				49	51					
d. Interest										
e. Attitude										
f. Others - specify										
2. Other Tests										
a. Locally Devised Tests										
b. Teacher Made Tests		145	166	148	64		30	38	33	18
c. Others - specify										
3. Other Measures										
a. Teacher Ratings		43	52	45	31		16	14	31	
b. Anecdotal Records		15	28	21						
c. Observer Reports		146	166	148	64		30	28	33	18
d. Others - Specify										

200 projects out of a total of 455 projects

34 projects out of a total of 455 projects

TABLE 1 - B

	Projects in Skill Development Subjects--Mathematics					Projects in Attitud. and Behav. Develop.--Guidnc. and Counsel.				
	Pre-K/ Kind.	Grd 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grd. 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories										
a. Achievmnt		71	74	62	11					
b. Intellgnc		62	66	57	11		12	12	12	6
c. Aptitude				23	11				12	6
d. Interest				17	11					6
e. Attitude										
f. Others - specify										
2. Other Tests										
a. Locally Devised Tests										
b. Teacher Made Tests		71	74	62	11		13	13	13	6
c. Others - specify										
3. Other Measures										
a. Teacher Ratings							4	4	4	
b. Anecdotal Records										
c. Observer Reports		71	74	62	11	10	13	13	13	6
d. Others - (specify) Student Questnnre							7	7	7	

78 projects out of a total of 455 projects

13 projects out of a total of 455 projects

TABLE 1 - C

	Projects in Skill Development Subjects--Physical Education					Projects in Attitudinal and Behavioral Development--Health				
	Pre-K/ Kind.	Grd. 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grd. 1-3	4-6	7-9	10-12
Measures										
1. Standardized Tests & Inventories										
a. Achievmnt										
b. Intellgnc										
c. Aptitude										
d. Interest										
e. Attitude										
f. Others - specify										
2. Other Tests *		38	38	38						
a. Locally Devised Tests										
b. Teacher Made Tests										
c. Others - specify										
3. Other Measures										
a. Teacher Ratings		23	23	15			16	16	16	16
b. Anecdotal Records										
c. Observer Reports		38	38	38		28	28	28	28	28
d. Others - specify Student Questnnre							21	21	21	21

38 projects out of a total of 455 projects

28 projects out of a total of 455 projects

* President's Physical Fitness Test

TABLE 2 - SUMMARY OF EFFECTIVENESS FOR TYPES OF PROJECTS:

A. Reading Programs (279 reading projects out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	108	86	--	139	55	--
Grades 4-6	163	112	4	201	78	--
Grades 7-9	103	109	12	168	56	--
Grades 10-12	23	31	18	25	29	18
Totals	402	338	34	533	218	18

B. Mathematics Programs (78 mathematics projects out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	42	29	--	51	20	--
Grades 4-6	51	23	--	55	16	--
Grades 7-9	36	26	--	49	22	--
Grades 10-12	4	7	--	5	6	--
Totals	133	85	--	160	64	--

C. Library Programs (52 library projects out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	21	15		22	14	
Grades 1-3	23	13	--	30	6	--
Grades 4-6	29	7	--	33	3	--
Grades 7-9	11	5	--	14	2	--
Grades 10-12	2	2	--	1	3	--
Totals	86	42	--	100	28	--

D. Audio Visual Center programs

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	48	3	--	48	3	--
Grades 1-3	45	6	--	48	3	--
Grades 4-6	42	9	--	45	6	--
Grades 7-9	46	5	--	46	5	--
Grades 10-12	32	19	--	40	11	--
Totals	213	42	--	227	28	--

E. Physical Education Programs (38 physical education programs out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten						
Grades 1-3	24	14	--	30	8	--
Grades 4-6	30	8	--	30	8	--
Grades 7-9	27	11	--	29	9	--
Grades 10-12						
Totals	81	33	--	89	25	--

F. Cultural Programs (34 cultural programs out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	21	--	--	21	--	--
Grades 1-3	31	3	--	34	--	--
Grades 4-6	31	3	--	32	2	--
Grades 7-9	30	4	--	30	4	--
Grades 10-12	15	3	--	15	3	--
Totals	128	13	--	132	9	--

G. Kindergarten (29 kindergarten projects out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	29	--	--	29	--	--
Grades 1-3						
Grades 4-6						
Grades 7-9						
Grades 10-12						
Totals	29	--	--	29	--	--

H. Health Services (28 health services projects out of a total of 455 projects)

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Pre-Kind./ Kindergarten	26	2	--	26	2	--
Grades 1-3	23	5	--	23	5	--
Grades 4-6	25	3	--	25	3	--
Grades 7-9	20	8	--	20	8	--
Grades 10-12	20	8	--	20	8	--
Totals	114	26	--	114	26	--

TABLE 3

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH STATE NORM *

	If Possible 1963 - 1964				If Possible 1964 - 1965				If Possible 1965 - 1966			
	Title I Schools		*		Title I Schools		*		Title I Schools		*	
Grade	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
12th Grade	15,933	17,948	(1)	28,891	16,757	18,496	(1)	33,809	16,189	17,772	(1)	32,163
11th Grade	17,710	18,584		35,704	15,972	17,764		34,308	17,823	19,067		34,190
10th Grade	17,103	17,710		35,889	15,298	17,119		36,104	18,409	20,293		36,350
9th Grade	16,148	16,675		36,219	17,022	18,810		36,883	18,271	20,212		38,552
8th Grade	17,241	18,764		36,991	16,065	17,842		38,725	18,058	19,020		38,397
7th Grade	16,829	17,860		38,823	19,188	21,199		38,501	18,739	20,282		38,221
6th Grade	19,365	21,289			19,389	21,381			27,931	29,302		
5th Grade	19,829	21,431		(2)	19,862	21,976		(2)	28,546	30,697		(2)
4th Grade	20,937	22,129			19,908	22,112			28,311	30,429		
3rd Grade	21,468	22,795			19,897	22,196			25,219	27,663		
2nd Grade	20,156	22,217			20,074	22,087			19,941	22,482		
1st Grade	20,257	22,103			19,976	21,976			19,377	22,088		
Pre-Kind. - Kind.												

* State Norm: All High Schools in the State

(1) No records in state files showing ADA per class

(2) No collected data within state below Junior High school level - State law requires children to attend school until becoming 16 years of age

TABLE 5

DROPOUT RATES (HOLDING POWER) FOR TITLE I PROJECT SCHOOLS COMPARED WITH NON-TITLE I SCHOOLS

Grade	If Possible 1963 - 1964		If Possible 1964 - 1965		If Possible 1965 - 1966	
	Title I School	Non Title I School	Title I School	Non Title I School	Title I School	Non Title I School
12	.0372	(1)	.0449	(1)	.0397	(1)
11	.0440		.0503		.0418	
10	.0525		.0585		.0428	
9	.0556		.0201		.0184	
8	.0177		.0060		.0052	
7	.0024		.0029		.0027	
No. of Schools	155		155		155	
Total No. of Students	141,773		144,005		196,487	
No. of Dropouts	2,984		3,332		3,011	

(1) State does not collect this information

TABLE 6

PERCENTAGE OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM *

	If Possible 1963 - 1964		If Possible 1964 - 1965		If Possible 1965 - 1966	
	Title I Schools	*	Title I Schools	*	Title I Schools	*
TOTAL NUMBER OF GRADUATES	13,576	25,177	15,274	29,833	15,927	34,472
NUMBER OF SCHOOLS	180	609	180	574	180	555
MEAN SIZE OF GRADUATING CLASS	75.42	41.32	84.86	51.97	88.48	62.11
NUMBER OF SCHOOLS HAVING 0 - 10% CONTINUING GRADS.						
11 - 20%	3	8	1	5	4	5
21 - 30%	4	17	1	11	3	9
31 - 40%	23	58	16	42	9	29
41 - 50%	25	141	28	131	26	117
51 - 60%	29	156	28	152	23	141
61 - 99%	96	229	106	233	115	254

A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post-Graduate High School Course, Junior College, College or University, a Vocational, Commercial or Technical Institute, or a Nursing School.

* State Norm: All High Schools in the State

TABLE 7

(RESULTS FOR MOST WIDELY USED TESTS FOR READING)

Title I Schools

Grade	Month & Year Tested	Test Name	Form	N Schools	N Students	Number of Students			
						25th %ile	50th %ile	75th %ile	99th %ile
1	Jan. 66	Metropolitan Primary Achievement	A	32	1,273	551	635	85	2
2	"	Stanford Achievement	W	32	736	521	215		
3	"	" "	W	32	891	699	192		
4	"	" "	W	47	1,211	940	371		
5	"	" "	W	47	1,197	812	385		
6	"	" "	W	47	1,158	897	261		
7	"	" "	W	28	560	389	171		
8	"	" "	W	28	592	378	214		
9	"	" "	W	26	543	365	178		
10	"	California Achievement		16	472	287	178	7	
11	"	" "		16	414	221	189	4	
12	"	" "		16	346	187	153	6	

TABLE 7

(RESULTS FOR MOST WIDELY USED TESTS FOR READING)

TITLE I SCHOOLS

Grade	Month & Year Tested	Test Name	Form	N Schools	N Students	Number of Students			
						25th %ile	50th %ile	75th %ile	99th %ile
Pre 1	Jan. 66	Emporia Primary Reading	A	15	186	73	101	12	
Post 1	May, 66	" " "	A	15	186	36	122	28	
Pre 2	Jan. 66	Emporia Elementary Reading	A	15	315	173	142		
Post 2	May, 66	" " "	A	15	315	102	195	18	
Pre 3	Jan. 66	" " "	A	15	391	203	188		
Post 3	May, 66	" " "	A	15	391	123	257	21	
Pre 4	Jan. 66	Iowa Silent Reading	AM	20	560	314	246		
Post 4	May, 66	" " "	DM	20	560	213	347	3	
Pre 5	Jan. 66	" " "	CM	20	578	324	254		
Post 5	May, 66	" " "	DM	20	578	230	348	5	
Pre 6	Jan. 66	" " "	CM	20	592	327	265		
Post 6	May, 66	" " "	DM	20	592	215	377	3	

TABLE 7

(RESULTS FOR MOST WIDELY USED TESTS FOR ARITHMETIC)

Title I Schools

Grade	Month & Year Tested	Test Name	Form	N Schools	N Students	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
1	Jan. 66	Metropolitan Achievement	B	30	521	216	289	15	1
2	"	" "	B	30	539	266	311	10	2
3	"	Iowa Test of Basic Skills	1	27	567	347	214	6	
4	"	" " " " "	1	30	721	344	368	9	
5	"	" " " " "	1	30	639	306	331	2	
6	"	" " " " "	1	30	642	302	340		
7	"	" " " " "	1	28	591	258	322	11	
8	"	" " " " "	1	28	578	254	314	10	
9	"	" " " " "	1	28	473	227	232	14	
10	May, 66	Iowa Test of Educational Developmt.	Y-3S	25	571	199	358	12	2
11	"	" " " " "	Y-3S	25	598	221	367	9	1
12	"	" " " " "	Y-3S	25	602	264	318	16	4

8.

A. Project objectives of the five most commonly funded Title I projects.

Projects Project Objectives	Reading	Mathematics	Library	Audio Visual	Physical Educ.
To aid retarded readers to read at appropriate age level	X	X	X	X	
To improve overall reading program	X		X	X	
To improve the attitude of children	X	X	X	X	X
To provide more individual attention	X	X	X		X
To promote good working relations with the parents of the participating students	X	X	X	X	X
The development of desirable social and character traits			X	X	X
To develop recreation skills for leisure time			X	X	X
To develop individuals to their highest potential	X	X	X	X	X
To develop skills and impart knowledge for attaining individual goals	X	X	X	X	X
To prevent potential "drop outs"	X	X	X	X	X
To develop self-confidence and initiative	X	X			X
To positively motivate each student	X	X	X	X	X
Improve reading skills of students	X		X	X	
To improve written and oral communication	X	X	X	X	
To provide for individual differences	X	X	X		X
To enrich and extend experiences	X		X	X	X
To provide best materials and instruction for underprivileged	X	X	X	X	
To develop basic skills of learning	X	X	X	X	
To develop higher accomplishment standards	X	X	X	X	X
To help educationally deprived child develop his talents and abilities	X	X	X	X	X

B. Some Common Approaches to Reach Objectives -

Methods	Projects	Reading	Mathematics	Library	Audio Visual	Physical Education
Individual and small group instruction			X	X		
Utilization of specialized staff		X	X	X	X	X
Provision of equipment and supplies		X	X	X	X	X
Provided adequate 'climate' for learning		X	X	X	X	
Provision for cultural experiences		X		X	X	X
Provided diagnostic evaluation of child		X	X			X
Instruction geared to achievement levels		X	X			X
Specialized equipment utilized		X	X	X	X	X
Provision for teacher aides		X	X	X		X
Provision for material resource centers				X	X	
Provision for improved teaching methods		X	X	X	X	X
Improved parent cooperation and interest		X	X			X
Workshops for improved use of equipment		X	X	X	X	X
Introduction of in-service-training		X	X	X	X	X
Availability of materials increased				X	X	
Provisions for summer instruction		X	X	X	X	X
Provided extra time for teachers		X	X	X	X	X
Changing classrooms to learning laboratories		X	X	X	X	

APPENDIX

Information from State Agency to Local Educational Agencies